

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

Status Report on the Action Plan for Alternative Education Programs (A5 and A6)

Applicable Statute or Regulation:

KRS 158:645; KRS 158.6455; 703 KAR 5:050; 703 KAR 5:070; 703 KAR 5:040

History/Background:

Existing Policy. Beginning in 2005, KDE started providing regularly scheduled presentations to the Kentucky Board of Education (KBE) on issues and concerns relative to A5 and A6 alternative education programs. As background, the numbers of A5 and A6 programs increased dramatically beginning in the late 1990s and, as a result, increased numbers of students were receiving their educational services in these programs. Over time, concerns emerged about the quality of educational services provided in these programs. In 2005, the KBE directed the department to engage in several initiatives to determine both numbers and types of programs, and also determine the quality of services being provided in alternative education programs. These initiatives were conducted during the time period of 2005-07, and ultimately revealed concerns about the quality of educational services being provided in a significant number of alternative education programs.

As concerns were revealed about the quality of services, the KBE asked the department to create an action plan including steps to ensure quality educational services would be provided in all A5 and A6 programs. The department's *Action Plan for Alternative Education Programs (A5 and A6)* was presented to, and endorsed by, the KBE at its February 2008 meeting (Attachment A). A status report on the activities included in the Action Plan will be provided to KBE members during the August meeting.

To assist new KBE members, a brief history of events and department initiatives related to alternative education programs is included (Attachment B).

Policy Issues:

What guidance does the Kentucky Board of Education have for staff on the *Action Plan for Alternative Education Programs (A5 and A6)*?

Impact on Getting to Proficiency:

Increasing numbers of Kentucky students are receiving educational services in alternative education programs. As these numbers of students grow, the quality of education services

they receive in these programs becomes increasingly important in regard to reaching proficiency. It is imperative that a process be implemented to ensure these students are receiving equitable educational services.

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